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ABSTRACT

This paper examines the management of training programs for educators who are or will be working in inner-city schools. Four common patterns emerge from investigations of the program which have been effective in preparing personnel for inner-city schools. First, the programs featured a sound and explicit theoretical base, an analysis of the problem to be addressed by the effort, and a set of logical assumptions which served as guidelines for the direction of energies. Second, an effective and stable operational staff with a consensus of purposes evolved a set of complementary role relationships consonant with the program goals. Third, interagency cooperation at all levels of the program was evident. Fourth, the time, data, and resources necessary for programmatic self-correction in low-visibility situations were available. The discussion here analyzes the second characteristic, staff development, and examines the conditions for adapting and implementing a transactional leadership style in one program designed to work with inner-city school personnel, the Ford Training and Placement Program. This was a six-year experimental program undertaken by the University of Chicago and the Chicago Public Schools in 1967, funded by The Ford Foundation. (Author/JM)

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STAFF DEVELOPMENT IN LOW POWER TRANSACTIONAL ORGANIZATIONS: THE ADMINISTRATION OF AN EXPERIMENTAL PROGRAM IN URBAN EDUCATION

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Staff Development in Low Power Tranactional Organizations: The Administration of an Experimental Program in Urban Education

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In the last fifteen years, a large number of programs have been attempted in urban centers to reduce the incongruities evident between the schools, often seen as bastions of the status quo, and the impatient clients, the urban community, pressing for immediate change. Every manner of remedy has been attempted, most unsuccessfully.[1] Some few programs have reduced the dissonance between clients and educators in inner-city schools serving minority populations. Why? What combination of unique and common elements did these efforts display?

This paper will examine one of the many issues in the general problem of urban education, the management of training programs for educators who are or will be working in inner-city schools. Conventional wisdom suggests that staff stability is more functional than staff instability in any organization. Simple head counting over the last few years reveals that the mortality rate among the management staff of experimental programs located in urban centers is inordinately high.[2] It is our conviction and experience that training programs which have been effective in preparing personnel for inner-city schools display a set of common characteristics and a pattern or style of administration which can be identified, documented, analyzed and replicated. Attention to careful historical and ethnographic documentation of program cultures is needed and a codification of precidents must be undertaken before any detailed specifications for the successful management of experimental programs can be undertaken. Program planners and administrators need to be trained to avail themselves of this information before embarking on

projects which require behavioral and attitudinal changes among actors in organizations. If educators could avoid the syndrome of reinventing the wheel each time a new program is launched, the high mortality rates of innovations and their administrators might be reduced.

Four common patterns emerge from investigations of the program which have been effective in preparing personnel for inner-city schools. First, the programs featured a sound and explicit theoretical base, an analysis of the problem to be addressed by the effort, and a set of logical assumptions which served as guidelines for the direction of energies. Second, an effective and stable operational staff with a consensus of purpose evolved a set of complementary role relationships consonant with the program goals. Third, interagency co-operation at all levels of the program was evident. Fourth, the time, data and resources necessary for programmatic self-correction in low visibility situations was available. A cursory investigation of several functional experimental programs designed to train personnel for urban schools supported the existence of the above four characteristics, though each program may have had unique purposes and features.[3] The rest of this discussion will be devoted to an analysis of the second characteristic, staff development, and an examination of the conditions for adapting and implementing a transactional leadership style in one program designed to work with inner-city school personnel, the Ford Training and Placement Program.

The building of a staff structure and the stages in its development are detailed in the documents and research reports of the Ford Training and Placement Program, University of Chicago. The authors were the Executive Director and Assistant Director of the program respectively and draw upon program files, experience, private papers and reports to The Ford Foundation and University and Chicago Public School personnel as

the data source for this paper. The methodology most closely resembles the case study technique using ethnographic analysis to supplement the examples and evidence presented to support the descriptions of the nature of the program culture and the development of staff selection processes, structures and norms.

In 1967 the University of Chicago and the Chicago Public Schools embarked on a six-year experimental program addressing the problem of training, teaching and other educational personnel for inner-city schools. The placement policies of the system were also questioned and group training and placement were features of the program. The experiment exemplified the beginning of the shift in university/school relationships and the attendant problems and outcomes of the new postures. The program was funded by The Ford Foundation and housed in the Department and Graduate School of the University of Chicago. Four other academic departments of the University provided students for the program. The Ford Program model[4] was based on two assumptions. First, each school is a unique social system characterized by institutional role sets and filled by personalities with individual needs. The implications of this assumption are to train together the persons who will be filling the roles in a specific school, and to train them as a group before they enter the school. Second universities cannot prepare teachers for the inner city, or any other school without the active participation of the professional in the field and the members of the communities to be served by the school. Therefore, any effective training must be a collaborative one involving the trainer (the University), the user (the public schools), and the client (the community).

The basic training mechanism of the program was called a cadre. The cadres for each of the thirteen schools involved in the program included new teachers, experienced teachers, the principal, community representatives

and others reflective of the social system of the school. University staff members and program staff worked with the cadres before the school year began and intensively during the first year at the school. Thereafter, staff assistance was provided when requested by the group. The purpose of the cadre was to provide personal and professional support for the new teachers, renew the enthusiasm and skills of the experianced teachers, solve school-wide problems, and bridge the gap between the university, the school and the community. Increased understandings and better communications should improve the instructional program of the school. The assumptions of the program were logical. Problems arose in operationalizing the concepts, for implementation required changes in the behavior of actors in both organizations at all levels.

The above description of theprogram illustrates the three conditions which led to the creation of the management style which we call transactional.[6] First, the project was a low power organization which required the cooperation of various organizations and agencies, departments of the University of Chicago, the central administrative bureaus of the Chicago Public Schools, regional administrative units, individual school communities and The Ford Foundation. The Ford Program had no direct power over these agencies and had to depend upon a variety of devices to insure co-operation. These devices ranged from formal contractual agreements between the University of Chicago and The Ford Foundation, and the University and the Chicago Board of Education to, informal "gentleman's agreements" between the director of the project and school building principals. During the course of the program, several principles evolved, the application of which assured the level of co-operation necessary for program functioning. For example,

1. If an exchange of money is involved in some aspect of the co-

operative endeavor, written contractual agreements should be agreed to by the participants at the inception of the relationship. The Ford Program had written agreements with The Ford Foundation; the University and The Ford Program had a contractual agreement with the Chicago Public Schools shown in the Appendix. All of these agreements were negotiated at the inception of the program and there was little conflict in the relationship among these agencies and the terms of the contracts were met. What was not done in the first year of program operation was to negotiate contractual arrangements with the school based and community members of the cadres who were paid for their participation in the program, nor were written agreements negotiated with the university-based interns, nor were written statements made to University faculty members about resources available to them in assisting the groups with curriculum development, nor were cadres told in writing what program resources would be avilable to support cadre sponsored projects during the year or what the program's expectations were with respect to research. Further expectations for staff roles and responsibilities were defined very broadly, as they had to be at the inception of an experimental program. In each of the areas which involved money or an individual's time which represented money, conflicts arose during the first year of the program[7] which led to the development of a set of written statements. The statements were flexible enough to adjust to individual situations, but they did provide a set of ground rules which reduced conflict. Copies of the written agreements which the program required of interns, experienced teachers and others in the cadres are shown in the Appendix.

2. A series of ritual events designed to renew the commitment of the agencies to the program should be included in the annual time line of the program's management. Obviously key personnel

in all related agencies should be contacted frequently by program administrators. For example, in addition to having individuals from various agencies represented on program committees, the Director of The Ford Program and the Dean of the Graduate School of Education made semi-annual visits to the Superintendent of the Chicago Public Schools to discuss the program. In addition to monthly newsletters and other regular communiques from the program, the Director and/or the Assistant Director or other staff members visted with the principals of each school on a weekly basis. A monthly luncheon was held at the Faculty Club of the University for co-operating principals, other administrators and selected program staff members. In addition, an annual conference attracting a national audience was held in which all cadre members participated as well as University faculty and other related community and public school personnel (see sample program in Appendix). Orientation dinners were held at the beginning of each school year and all program related University faculty and public school administrators were informed of the progress and plans of the program. Annual reports[8] were sent to involved individuals in each agency and formal and informal mechanisms were evolved for enhancing one's sense of belonging to the program.

3. Whenever possible, administrative and field staff members should be persons who have experience and contacts with individuals in the involved agencies, but this should not be the sole or even the primary reason for selecting a particular staff member. The operation of The Ford Program required staff members with one foot in academia, for the program was housed in a private research-oriented university, and the other foot in the public schools, for the cadres and interns operated in the public schools. Virtually all of the Ford Staff members had public school experience, but not all of them had inner-city school experience and

the lack of this specific kind of experience created credibility problems for some staff members in their relationships with cadre members, particularly when the staff member was white and the cadre members were black. Additionally, almost all part-time and some full time staff members were or had been graduate masters or doctoral students at the University of Chicago. The distribution of experience and institutional affiliation of selected staff members is shown in Table 1.

(Table 1 is shown on the adjoining page)

4. <u>Those agencies and or roles which are not congruent with the goals and operations of the program should be eliminated after a suitable trial period and careful evaluation.</u> For example, one of the roles incorporated into the cadres at the inception of The Ford Program was that of the social psychological specialist intern -- a problem identifier, a facilitator, a social psychologist who could assist the group in identifying its goals and working toward them while handling the inter-personal conflicts and personal needs of the members of the group. Remember the role incumbant was an intern -- one learning his role and practicing his skills. Unfortunately, cadres needed fully trained group process consultants with a range and depth of experience in group dynamics and organizational development and indeed the program provided such a staff role for each cadre. In a sense the group process consultant supplied by the staff provided an excellent role model for the social psychological specialists intern, but the intern was given little opportunity to practice his role in the cadre. The role was a new one to the Chicago Public Schools and some of the rhetoric of the role and the interns themselves were threatening to school building principals and teachers.[9] Further, even in those cadres where the interns functioned well during the first year, when the time to place them came around, they

Table 1: Length of Staff Service and Status of Staff Members

POSITION	TOTAL POSSIBLE YEARS OF SERVICE	NO. YEARS WITH FTPP	% TIME PER WEEK	YEARS OF PUBLIC SCHOOL EXPERIENCE	UNIVERSITY STATUS	COMMENTS
1) First Director	6	1 (16.6%)	100%	15	PhD from Chicago Asst. Professor	
2) First Assistant Director	5	1 (20%)	75%	18	PhD Candidate Un. of Chicago	
3) Two Community Liaisons	5 combined	4 (80%)	100%	0	FTPP Staff	One stayed on to serve with second staff
4) First Director R & E	5	1 (20%)	50%	0	Asst. Professor Dept. of Education	
5) First three Research Assistants	15 combined	3 (20%) combined	50%	7 combined	PhD Candidates Un. of Chicago	
Totals First Staff	36	10	Average 75%	Average 8 years		Turnover Rate 64%
1) Second Director	5	5 (100%)	100%	10	PhD from Un. of Chicago Asst. Professor	
2) Second Assistant Director	4	4 (100%)	100%	6	PhD Candidate, Un. of Chicago M.A.T. Supervisor	
3) Two Schools Liaison Combined	4	2 (50%)	75%	20+ combined	FTPP Staff	One full-time One half-time
4) Seven Cadre Liaisons	24 combined	17 (71%) combined	50% averaged	10 averaged	Six were Graduate Students at the Universit The one who was not lasted just one year.	
5) Second Director of R & E	4	3 (75%)	100%	12	PhD from Washington University Visiting Assistant Professor	
6) Third Director of R & E	1	1 (100%)	100%	4	PhD from University of Chicago FTPP Staff Member	
7) Two Directors of D & D	6 combined	3 (50%) combined	100%	6 combined	The first Director left because of maternit & was not a U. of C. Student. The second was a U. of C. Student.	
8) Second Historian	4	3 (75%)	50% averaged	10	PhD Candidate of U. of C. in History	
9 Seven R & E Staff Members	14	9 (65%)	50% averaged	5 averaged	All Graduate Students at University of Chicago	
10) Five Group Process Concultants	15	12 (80%)	25% averaged	4 averaged	One - Associate Professor, U. of C. Two - Chicago Public School Staff One - Associate Dean - /Another college/	U. of C Grads
Totals Second Staff	81	69 (85%)	75%	8 years		Turnover Rate 15%

could not be placed in the staff structure of the schools. We were training persons for a role which did not exist and which the schools had no intention of creating in times of tightening budgets. Cadres and staff bega to have guilt feelings about what to do with the SPS intern who was not going to get a full time job at the end of the internship, unlike the teaching interns who did get full time jobs in the schools where they did their training. SPS interns did not have teaching certificates or the course work which might make it possible for the Board of Education to hire them as teachers and then allow informal arrangements to be made between the program and a principal to allow the SPS to function in the role rather than in a classroom. Program managers were aware of this situation the second year of the program and were convinced by the third year of operation that the staff structure of the schools would not be changed, but never had the courage to eliminate the role from the cadre formation. Part of the reason had to do with program relationships to University faculty members and part of it had to do with the fact that Ford was a finite program and would cease operations in a few years. Continuation of the role was illogical and wasteful of program resources, but probably humane and appropriate behavior in terms of productive in-house relationships.

Low power organizations which depend on other agencies' co-operation to function must depend to some extent on the charisma of staff members to obtain the willingness of decision-makers to commit their organization's resources to a program. But the efficacy of contractual arrangements, ritual events to reinforce a sense of identity with the program's goals, material and status rewards for individual and institutional participation should not be overlooked. Elimination of unproductive relationships is a staff responsibility as is keeping required agency contacts to a

manageable level.

Second, the program was both new and experimental and required a flexible management style responsive to feedback and sensitive to the discontents of the late sixties -- about school, about whites in black schools, about the appropriateness of university training programs in the "real world", about teacher education and about the responsiveness of institutions to the people they serve and to the people who serve them. The necessity of self-correction in an experimental program is, the management of the project learned, best responded to by a transactional style of orgainzational process. The newness and the experimental nature of the program meant that staff roles would be evolved as the staff functioned in the program. This high level of ambiguity created personal conflicts which some of the early staff members in the program were not able to tolerate. The first Director of the program was a graduate of the University of Chicago and had been a principal of an inner-city school. He was selected by a joint committee composed of equal representatives of the Chicago Public Schools and the University. The first Assistant Director of the program was a teacher in the Chicago Public Schools who was working on a doctor's degree at the University in the Department of Education. Both had had experience in inner-city schools; one was black, the other white, one male, the other female. Both were sensitive, intelligent, compassionate human beings, with experience in administration. Yet, both left the program after one year of operation. Why? The reasons are complex, but, one variable can be cited. One administrator believed that sensitivity training was the key to training and retraining personnel for inner-city schools and that the program's chief function was to be a change agent in the school community. The other strongly believed that the interns were too "Missionary" oriented, too concerned with affective responses and had

better buckle down and learn the rules and regulations of the schools if they were ever to function competently in the teacher's role. The two administrators communicated their contradictory perceptions to participants. Cadres, schools, communities, University faculty members and staff were getting mixed messages about the goals of the program and what was expected of them and what they could expect from the program. Decisions were not made, or were made by default rather than by design and the administrators of the program were not able to insure subordinate and participant support and compliance was not regularized. Consequently, the staff turnover at the end of the first year of the program was well over 70%.

The third condition which led to the development of a transactional style of administration is that this mode of organizational processes was seen as a valued end in itself. The value comes from several sources. The liberal ethos of the university and its surrounding community, Hyde Park, viewed education as a humane endeavor. Faculty members and public school personnel involved in the planning and development of the program from 1966 on were sympathetic to, and supportive of, the efforts of black inner-city communities to have a voice in the affairs of their schools. They rejected the top-down bureaucratic, in their view authoritarian, nomothetic style of administration, and they were sufficiently wise to understand that unless the whole program staff featured individuals with great charisma and sensitivity, the ideographic style of program administration was not appropriate. Additionally, the project's objectives were based on the theoretical conceptions of J. W. Getzels[10] which viewed the schools as social systems composed of complementary role sets and valued shared decision-making as a productive way of operating schools. The teams or cadres were charged with specific objectives among which was:

To develop an aura of shared responsibility among the inner-city school staff for the educational program of the school.

To promote closer school/community relationships.

To identify school/community problems and act on them within individual and group competencies.

Obviously, a transactional style of administration was valued by the statement of the program objectives, its creator, the liberal ethos of the university community and finally by the Program Staff. The similar educational backgrounds of Program Staff members coupled with their diverse ethnic and belief structures, the variety of their expertise and the development of their respective strengths by the Program management led them to value a transactional style and feel most comfortable operating in that manner.

These three program conditions, low power vis-a-vis participating individuals and institutions, the need for feedback and self-correction in a new and experimental program, and valuing the development of humane relationships in education had effects on several aspects of the organization. The structure, function, process and content of the Program were influenced by the adoption of a transactional process.

Characteristics of a Transactional Process

First, the Ford Program featured parity in structure. Policy decisions were made by a variety of committees representing program participants, staff, university, school and community representatives. This required that the program staff be able to establish legitimacy in a variety of groups. Chart I outlines the committee structure and Table 2 indicates institutional representation on some of the committees.

Structuring the Program on the principal of parity, with groups of differing interests given an equal voice in decision-making makes the

CHART I

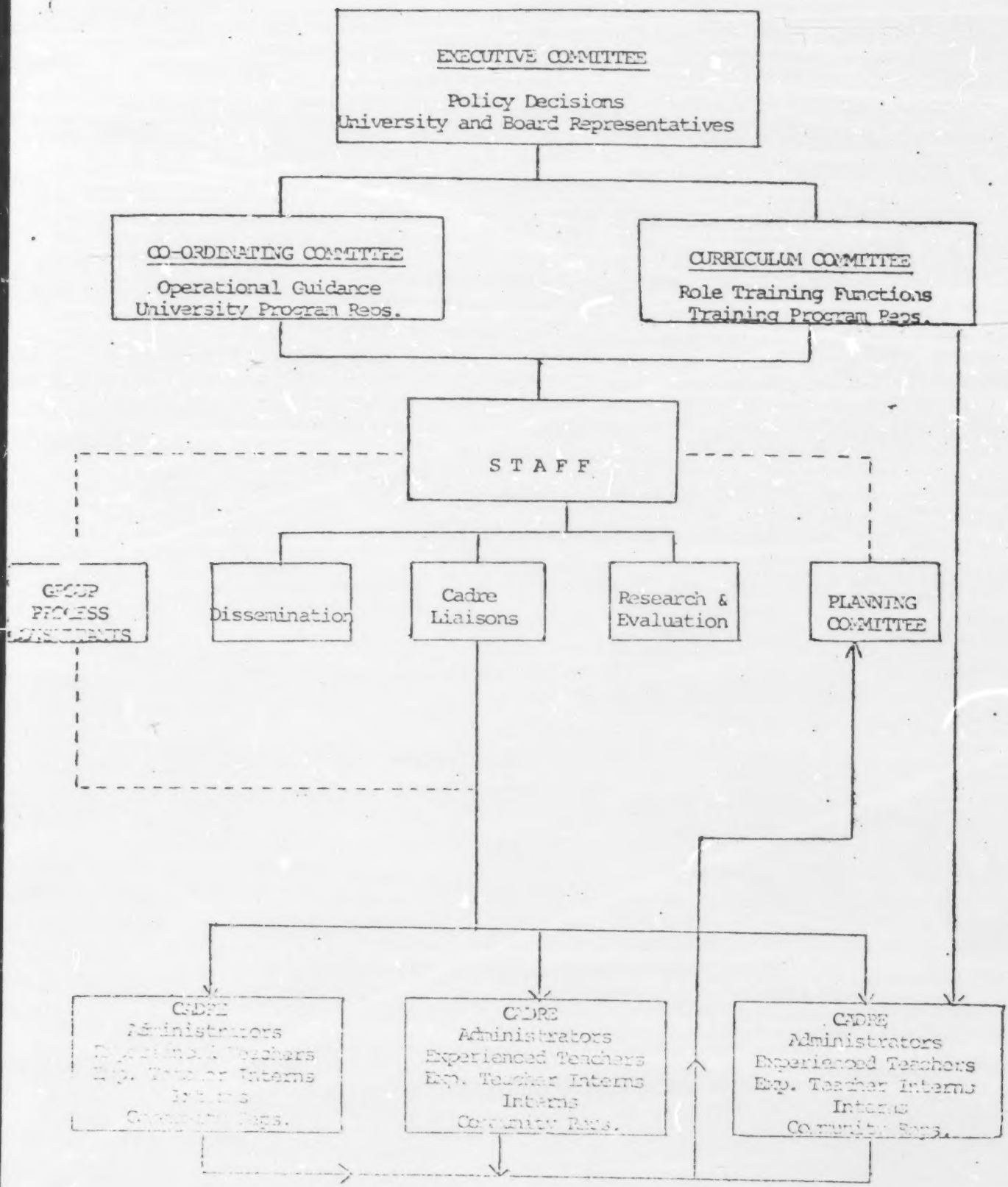

EXECUTIVE COMMITTEE
Policy Decisions
University and Board Representatives
CO-ORDINATING COMMITTEE
Operational Guidance
University Program Reps.
CURRICULUM COMMITTEE
Role Training Functions
Training Program Reps.
STAFF
Dissemination
Cadre
Liaisons
Research &
Evaluation
PLANNING
COMMITTEE
CADRE
Administrators
Experienced Teachers
Exp. Teacher Interns
Interns
CADRE
Administrators
Experienced Teachers
Exp. Teacher Interns
Interns
CADRE
Administrators
Experienced Teachers
Exp. Teacher Interns
Interns

Table 2

	1968-69	1969-70	1970-71	1971-72	1972-73
Total Staff	14	14	26	27	7
Staff Members who were Department of Education Students	8	8	8	9	6
Research and Evaluation Staff	5	6	9	9	3
Number of Research and Evaluation Staff who were Dept. of Educ. Students	5	0	1	2	3

point of contact between groups of extremely sensitive. Consequently, many of the Ford staff positions were defined to manage the interaction between groups of differing interests. If parity is a key characteristic in structure, interface is a key term in role definition and Program Staff functions. Four of the roles in the staff structure were titled liaison, cadre liaison, community liaison, schools liaison and placement year liaison. These and elements of the other staff roles which function at the interface of the structural elements of the program meant that in management activities, interdependence and interaction replaced authority and independence as key process concepts. So if parity is a key term in structure and interface is a key to role definition and staff management, then negotiation is a key term for program process.

The third characteristic of the transactional process, negotiation became the primary process by which the staff operated the program. It was the responsibility of the chief administrator of the program in consultation with other staff members to define the scope of what was negotiable and to continue to define these parameters as conditions and personnel and the Program changed. Some program operations were non-negotiable, but these were made explicit at the entry point into the Program. For example, all cadre members were expected to attend weekly cadre meetings during the internship year and penalties were imposed if an excessive number of meetings was missed. University-based interns were expected to maintain acceptable academic grades or their stipend and tuition support from the Program was withdrawn. In the wide arena of cadre operations, inter-institutional arrangements and staff policy, other decisions were negotiated. Cadres negotiated conflicts within the group, staff members negotiated data collection and reporting criteria with participants,[12] the administration of the Program negotiated agreements with the various

Identifying Program Needs

The first Director and initial staff members defined the Program needs and staff and staff roles differently than the second Director and new staff members the new administration selected during the second year of operation. Much of this divergence had to do with the way in which each Director viewed the charge to the Program and their views of the nature of the cadres. The first Director viewed the Program as a direct school improvement Program and as an immediate active change agent committed to changing individual attitudes and prejudices, opening up the public school bureaucracy to various powerless client systems, forcing the University to become more responsive to the surrounding black community and needs of the schools. The primary training mechanism to accomplish these ends was to be sensitivity training in cadres.[14] The second Director viewed the Program as an experiment with a training model, as a vehicle for better preparing professionals for roles in inner-city schools. The cadres were task oriented groups whose primary concern was to enhance the instructional techniques and expand the perspectives of educators and put them into contact with previously disenfranchised groups in the school/community. The University was seen as a resource to meet the needs of the Program and it was assumed that as University faculty interacted with cadre members from inner-city schools, the University program would become more responsive to the demands from the field.[15] The cadre was to use the mechanism of cross-role training, explication of institutional expectations and individual responses to these expectations by role incumbants. Conflict in the groups, interpersonal problems and seemingly incompatible interests were viewed in the context of how they related to the primary tasks of the group which was the improvement of individual role competence and the attempts to solve selected school

problems.

Both views have merit, but each implies a different set of skills and allocation of Program resources. Given the situation and the nature of the institutions, the second Director's view was more acceptable to all Program participants and the Program did fulfill the charges specified by the second Director. (Several documents identify the changing Program needs and the changes in the staff structure and functioning to respond to these requirements.)[16]

Specifying Staff Roles

Once the second Director and Assistant Director and other staff members had agreed on the identification of Program needs, they set about building a set of staff roles and selecting people to fill them. Role descriptions were prepared for the new roles introduced. For example, the first year of Program functioning, the three original cadres met weekly with either the first Program Director, the first Assistant Director, or other staff members and University faculty. With the exception of the Assistant Director, most of the other Program staff and University faculty did have group process skills and a sensitivity training approach. But no one staff member was regularly responsible for one cadre. This lack of focus created problems for the cadres and severely tapped administrative staff energies. The lack on continuity in staff relationships with the cadres was compensated for, in that all staff members had experiences and knew something about all of the cadres and their schools, but no one staff member was a specialist of a single school, nor had any staff member formed the in-depth personal contacts with the principal, faculty and community of a single school to achieve legitimacy as an advocate. The second set of administrators saw this

need and created a group of new staff roles to allow cadres to identify with one or two staff members as their advocates, but also as the staff representatives in the group. During the second year of operation, the following functions were addressed by the new roles which will be described later.

1. New roles were added to bridge the gap between the central administration of the Program and the cadres. These were largely liaison roles -- the title for any staff member whose role places him at the interface between two or more groups having different interests.

2. A set of new roles were added to accomplish the Program tasks of research and evaluation, historical documentation, dissemination and demonstration, obtaining resources and expertise from the University and the Chicago Board of Education.

3. New roles were added to assist in conflict reduction in each cadre and in the staff and to assist in managing racial tensions in the Program.

4. Ancillary roles were incorporated into the committee structure and in an advisory capacity to the administration of the Program in assisting with the self-correction of the Program. Research and evaluation personnel played a crucial part in this activity.

The first year of the Program, 1968-69 featured the following staff roles:

Full-time Staff

The Executive Director - faculty rank
An Assistant Director
Two full-time Community Liaisons

Part-time Staff

Chairman of the Research and Evaluation Committee - Faculty member
Four half-time Research Assistants
Two half-time Curriculum Consultants
Two part-time Group Process Consultants
Three other part-time staff members

With the exception of the correspondence indicating what kind of qualifications the Director and Assistant Director should have, there are no role descriptions available. The second Director and the second Assistant Director of the Program felt that it would be useful to have more precise

descriptions of staff members' duties and they wished to meet the need to create and fill the field roles they saw a need for in the cadres. The first new roles added were those of cadre liaison and group process consultants. Each cadre had these two staff roles incorporated into the structure of the group. By the second year of the Program, specifically, January, 1970, the staff structure had been reorganized and the following role descriptions*were prepared for public distribution. Chart II pictures the new staff structure:

Executive Director - Faculty rank
Assistant Director
Director of Research and Evaluation - Courtesy faculty rank
Director of Dissemination and Demonstration
School Liaison
Community Liaison

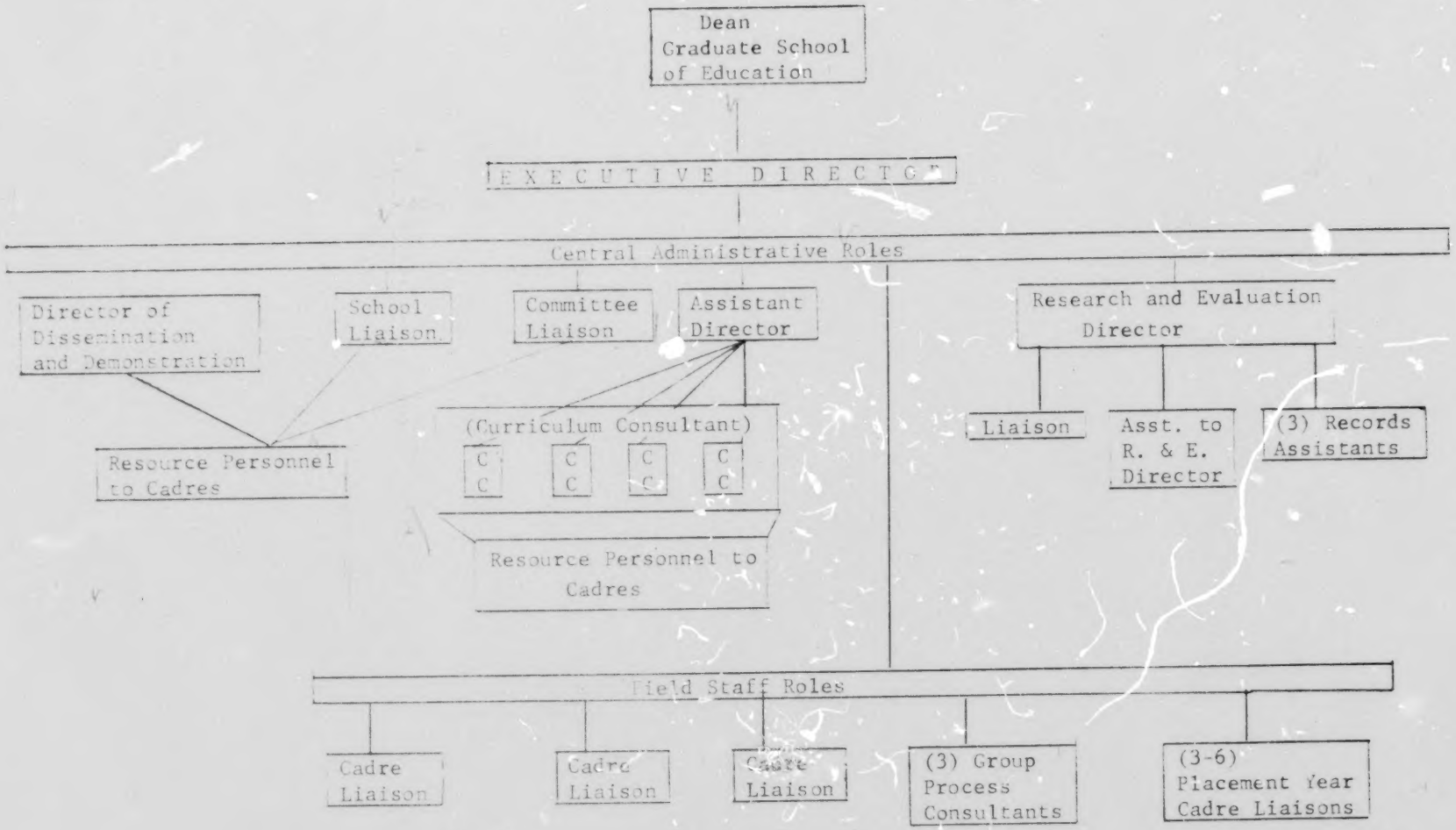
Part-time Staff:

One Research Associate - to assist the Director of Research and Evaluation
Three Research Assistants - non-participant observers, one in each cadre
One Project Historian
Three Cadre Liaisons - one in each cadre
Two Curriculum Consultants - one in elementary education and one in math
Three Group Process Consultants - one for each cadre and as a group to advise staff
One to three Placement Year Cadre Liaison(s) - one for each cadre in its placement year which maintains ongoing relations with Program through projects.

This second stage of staff development, the specification of roles and institutional expectations, was a negotiated process. The administration of the Program prepared a role description, inspected vita and interviewed candidates for the position on the basis of this description, selected an individual to fill the role and then during the course of the first year of employment, the staff member and the Director negotiated the role, redefined responsibilities, and rewards, and sometimes came to the conclusion that the Program and the role incumbant would do well to part company.

*See Role Descriptions in Appendix

Chart II


Dean
Graduate School
of Education
EXECUTIVE DIRECTOR
Central Administrative Roles
Director of
Dissemination
and Demonstration
School
Liaison
Committee
Liaison
Assistant
Director
Research and Evaluation
Director
Resource Personnel
to Cadres
(Curriculum Consultant)
C
C
C
C
C
C
C
C
Resource Personnel to
Cadres
Liaison
Asst. to
R. & E.
Director
(3) Records
Assistants
Field Staff Roles
Cadre
Liaison
Cadre
Liaison
Cadre
Liaison
(3) Group
Process
Consultants
(3-6)
Placement Year
Cadre Liaisons

Each staff member received a statement of agreement from the Program and contract from the University. Because of the interdependence of the staff functions, non-performance on the part of any staff member had an impact on the productivity of the other members of the staff. Consequently, peer pressure was strong. The relationship of the Program to University faculty who were also advisors of many of the part-time staff members served as another informal mechanism to insure a high level of performance and commitment. Staff members spoke of getting "hooked" on the Program, of giving it too much time, because the dynamics of the group development of the cadres was an exciting phenomena as was the growth development of the cadre members during the course of the Program. The staff structure remained relatively stable during the period 1970-73. Each year three new cadres were formed, placement year cadres needed assistance, curriculum projects were launched, evaluation had to be done.*

By the summer of 1970, the staff structure and functions were explicated and operation. The problem was to keep the staff flexible, to minimize the tendency to establish territorial imperatives by bright, energetic, motivated staff members, to keep the political and racial coalitions fluid and to avoid having procedures chipped in stone, but attended to at the same time.

Maintenance and Self-Correction

The sense of movement and the relative productivity of the second set of three cadres working within the new staff arrangements suggested

*In the last fully operational year of the Program, 1971-72, the Research and Development staff engaged in a massive quantitative measurement effort[17] and the non-participant observer roles changed to a broader research role, one with training in interaction analysis, pre and post testing techniques and statistical analysis. The Program experimented with a middle school cadre, 1972-73, and participant observation was used to evaluate this group and the staff was reduced to reflect the "wrap-up" phase of the Program. The staff roles operational in the final years were, the Director, the Assistant Director, The Director of Research and Evaluation, a Research Associate, one Cadre Liaison, one Group Process Consultant, six Placement Year Liaisons, and part-time staff to handle dissemination activities.

that the organization of staff resources was functional and that the role incumbants were, for the most part, competent. The Director and Assistant Director of the Program instituted procedures which would increase communication and upward feedback from the field staff, regularize routine activities, handle crisis situations and make the staff members want to participate in activities designed to move the organization toward its goals, as interpreted by the Directors. The two administrators instituted feedback mechanisms in weekly staff meetings, by opening each meeting with an agenda item called "staff input." This time was reserved for special problems relating to staff responsiveness to other staff members requests, to reports of interactions with the clerical staff which were unproductive, to gripes about the administrators, to alerting staff to crisis issues, to reports of anything which hampered Program or staff performance of an interpersonal nature. Group process consultants at the staff meetings assisted in processing these issues. In addition, there was an annual staff retreat, written bulletins, monthly supervisory conferences with liaisons and the Director conducted with a deliberate attempt on the part of the Director to set the tone of the conference as one of a helping relationship.[18] A relatively flat status structure was promoted with all staff members having open access to the two top Program administrators.

Kaufman indicates that the quality, quantity and use of administrative feedback are linked closely to subordinate support of and compliance with administrative goals.[19] Even though the maintenance mechanisms were functional and careful attention was given to staff selection, there were examples during the following years of Program operation of staff members behaving counterproductively in terms of Program goals and/or administrative directives. Typically, these behaviors fell into three categories and usually resulted in changes in administrative and/or staff responsibili-

ties and behavior and occasionally in Program structure. An example is given in each of the three categories on non-compliance.

1. The staff member did not know what to do, either did not understand what the Program or the administrator required or was confronted with conflicting directives.

One cadre liaison working with a high school cadre which had been hastily put together at the end of the first year of the Program was advised and later directed to involve the members of the cadre in sub-groups working on curriculum related tasks. The cadre was placed in the school during a period of high conflict among faculty, administration and community over the operation of another experimental Program operating in the school/community. The tension created by the responses of groups to the other program and the perceived intrusion of the Ford Program made it impossible for the cadre to function as a group of the whole in a supportive fashion. The liaison's previous experience with the Program and another cadre was very different, so the liaison continued to try to work with the group as a whole. The pressure from the staff liaison to share concerns and offer support in a most threatening situation was so upsetting that it reached the point where the cadre decided to disband at the end of the internship year and make their way as individual members of the faculty. Although much staff time and assistance was provided, the liaison did not understnad that the makeup of the group and the climate in which it was forced to operate would not permit sharing, effective cross-role training, and/or discussions of racial tensions and student-teacher relationships. The alternative mode of operation requested by the Director of the Ford Program, that is, getting small groups within the cadre involved in tasks which could be accomplished successfully[20] was not a strategy the liaison could accept or implement. The staff member was relieved of the liaison role and functioned as a curriculum consultant

on a one-to-one basis with cadre teachers in an academic area the next years of the Program operations. In this role the staff member performed effectively.

2. The staff member may know what to do, but may not be able to do it because of time, resources, training, the state of the technology or the social context of the times.

The Director of Research and Evaluation was a well-trained competent researcher who devised a comprehensive classical research and evaluation program in 1969 when he accepted the position. The plan involved pre and post-test comparisons of cognitive and attitudinal change related to Program treatments. A battery of paper and pencil instruments were to be administered to various sets of participants in the Program, classroom observations collected and analyzed, measures of school climate made, sociometric measures in the cadres and in the schools taken, etc. The racial tensions of the times, the lack of clarity in Program goals, the negative responses of black school and community persons, the general attitude of suspicion and hostility accompanying the "hit and run" researcher, the lack of appropriate non-threatening methods for collecting attitudinal data as displayed in behaviors, (aside from an anthropological live-in approach which was used for cadre meeting observations later in the Program) all of these things, made it necessary for the research staff to set aside its plans. The Director of Research and Evaluation had to negotiate what research would be done and how with each cadre and school/community group. Consequently, there is little comparability in the Program's reports of cadre development for the first two years of the Program. It was not until the fourth year of operation that participants felt sufficiently comfortable with the research staff to participate in the classical psychometric evaluation design of the Director of Research and Evaluation.[21]

3. The staff member may know what to do and how to do it, but refuses to perform because of personal prejudices, ethics, values, self-interest, outside loyalties, etc. The refusal may be overt or covert.

The second year of the Program an all-black cadre was formed amid much controversy at the University, for the Program's value statements supported integration. The black M.A.T. students persisted and the cadre was formed and placed in an inner-city high school with an administration receptive the the Program and the cadre. Initially, the group rejected the black liaison and group process consultant selected by the Director to work with the group. The two staff members were able to achieve entry and legitimation in the cadre after a month of negotiation during the summer training program prior to the opening of school in the fall. It was the Director's policy to attend a cadre meeting for each group at least once a month. The cadre liaison was responsible for making arrangements for the Director to attend a meeting. The black liaison for the all black group refused to make such arrangements for the white Director on the grounds that promises made upon his acceptance by the cadre, personal ethics and his values would be violated if the directive to arrange for the Director to attend a meeting was followed. The Director accepted this refusal, but did meet with individual cadre members upon the liaison's suggestion and did perform other services requested by the liaison for the group. By mid-year, "this attitude of histility underwent a gradual change and by winter quarter, individual staff members (including the Director) had been invited to several cadre meetings." (p. 9).[21]

The responses to the three categories of non-compliance can be codified. To maintain an orgainzation and keep it moving toward its goals, the administration may

assume that staff members support the goals of the orgainzation and comply with administrative policy for a variety of reasons. They comply because:

1. If they do not, they fear their behavior will be detected and they will be punished.

   Attendance at staff meetings was expected and repeated absences brought notes and eventually a request from the Director for a conference and a reprimand.

2. There is a system of rewards which makes compliance personally and materially rewarding.

   Ford staff members were well paid and had great latitude about the way in which they operationalized their roles.

3. The staff member has feelings of legitimacy that are violated if he does not comply.

   For example, Ford staff members were technically employees of the University of Chicago and most of them were doctoral students or graduates of the University. Their affiliation with the University made them feel that they ought to support the research efforts of the Program in spite of the resistance from participants and schools.

4. Staff members have a sense of identification with and loyalty to the organization and the administration.

   Examination of the minutes of staff meetings reveals a high frequency of remarks which are critical of the Program and the Directors; in other words, there was a great deal of in-house criticism. However, in university-wide committee meetings, encounters with public school personnel, in papers, articles and speeches prepared for wider audiences, the Program staff displayed a pride in the Program, a satisfaction in their affiliation with the Program and a positive attitude toward the administration of the Program. The Director receives frequent and continuous requests for recommendations for staff members who were affiliated with the Program and the turnover rate was about 20% over three years.

5. Staff members have feelings of confidence in following policies established by the administration because they believe someone else knows more or has more expertise in a given area than they do.

   The second Director had a number of "connections" in the Chicago Public School system which were instrumental in solving some placement problems during the first few weeks of work with the Program. Relationships with the administration of the Chicago Public Schools were tended carefully and given a great deal of attention by the Director and the Schools Liaison. A kind of mythology developed around this aspect of the administration.

> Staff members believed that the Schools Liaison and the Director has some special knowledge or skill or magic which allowed them to cut through the red tape of the public school bureaucracy and accomplish tasks the Program needed to have done but had difficulty with the first year of operation.

In instances of non-compliance with Program needs and/or administrative directives, the question must be asked, Why is there tension? Then, what in the Program and the staff behavior must be changed to meet external demands? Are the new demands coming from an internal source or an external one? For example, the administration of the Program in 1970 was faced with a declining market for new teachers and a program which mandated group training and placement. Where could the Program find schools to absorb 8 to 10 new teaching positions in 1971, 72 and 73 to maintain the integrity of the group placement component of the Program? The external source of the demand and the lack of staff control over the external forces required internal restructuring of the Program - movement from a pre-service training Program to an in-service training Program,[22] but still maintaining the social systems model of the school.

The changes in internal conditions could be anticipated and managed up to a point because of the faculty position of the Director of the Program. When it became apparent in 1970 that the teacher supply would exceed the demand shortly, the Director and other faculty members on the Ford Committees began to lobby for a degree program for experienced teachers in the Graduate School of Education; all degree programs had been pre-service programs. A new MSTX - Master of Science of Teaching for Experienced Teachers was approved by the Graduate School of Education in 1971. This had implications for the staff selection of cadre schools, for the Program now had to select schools which offered a group of teachers who were interested in graduate work, willing to work at the school part-time, participate in the Program and who were academically acceptable to the

University, rather than looking for schools which had vacancies and facilities with a high turnover. During this period, staff vacancies were filled by public school personnel more frequently than University graduate students.

The last two years of the Program were to be devoted to wrapping up the operation, though the staff organized and trained a middle school cadre and provided service for eight placement year cadres. The focus of staff activities for this period was an analysis of the research data collected over the years, the preparation of a summative evaluation monograph, dissemination, and replication of the Program at other institutions. Consequently, with the exception of one cadre liaison and one group process consultant, the rest of the staff roles, now reduced to five, were research, evaluation and administrative roles. Most of these staff members worked full time during this period.

In summary, the maintenance and self-correction stage of staff development features role sets which are filled and functioning and visible. As expectations conflict, as roles are incompatible, as internal and external conditions change, as particular personalities function well or unsuccessfully in roles, the Directors must engage in a constant analysis of the staff, the situations, the balance of power and the constraints to institute necessary self-corrections in the Program.

Objectifying Roles

The next stage requires the objectifying of roles. The staff must investigate, introspect and reflect concerning what tasks they perform on a daily basis, which they perform occasionally, which rarely, and which -- by virtue of their role -- they should not be asked to perform. Procedures used in the successful accomplishment of tasks must be documented and analyzed for commonalities and uniquenesses. The role

performance must be separated from the personality of the role incumbent. In 1970, staff members, in addition to providing the role descriptions shown earlier were asked to provide the Director with an analysis of the expectations and the way in which they met these expectations.[23] The Director and the Assistant Director and the Director of Research and Evaluation reviewed these documents each year and developed some summary statements reported in annual reports and shared with staff. The development of staff selection models required the willingness of staff to collate, codify and specify the collective knowledge and insights that people on the staff have in their heads and put this knowledge down on paper for others first to read, then to consider, to accept or to refute. The minutes of Ford staff meetings reveal a series of healthy discussions regarding staff roles, some conflict negotiation and eventually consensus on what was expected from each staff role, not the staff member specifically, but the tasks assigned to and the attitudes attendant to the role. An analysis of the minutes of the meetings for 1970, 1971, and 1972, reveals the staff considered among other questions the following:

> Are there roles which can be combined?
>
> Eventually, this discussion led to the combination of the roles of cadre liaison and curriculum co-ordinator at the elementary level in 1971.
>
> What kind of an individual can best fill a role?
>
> These discussions ranged from consideration of education and experience, age, sex, race, attitudes, etc. Experience, intuition, and evidence persuaded staff members to agree in 1971 that black males tended to make the best group process consultants for our groups going into all-black schools.
>
> What is an optimum sequence of inputs a staff member can make to reach a particular goal?
>
> The consideration of this question never led to firm resolutions, particularly for the field staff roles, for each school and each cadre was a unique social system. However, by pooling expertise,

liaisons, for example, were able to specify what he or she might do to ease the entry problems of the cadre at the beginning of the school year.

During the period 1971-1973, staff members wrote personal position papers on the way in which they functioned in their roles, what they saw, the demands to be and how the role might best be filled. Several documents were made available to other institutions interested in replicating the Program. The papers indicate what roles are required to operate a cross-role training program, what roles are required to achieve public school placement, what kind of people can best fill each role and what it costs to support a minimal staff structure and what the cost would be to support a more elaborate one. Roles are prioritized in terms of which are essential to the operation of the Program.

Replication of the Program and the Staff Role Structures

The last stage, replication of roles and programs was begun in 1970 with the first annual conference and with the first set of Resource Papers,[24] and has continued through the history of the Program. There are several replications of the Program functioning here and abroad and each features the two most crucial elements of the staff structure - a set of field staff roles, those functioning at the interface of the co-operating agencies, the cadre liaison, the group process consultant for the cadre, a community liaison, and a set of managerial-facilitator - evaluator roles -- those roles which function to reduce conflict, institute and maintain collaborative arrangements among the various agencies, and those which provide the data to allow the Program to self correct. For example, the replication of the program operating at Rutgers University in collaboration with the Newark public schools called "Project We" features a simpler staff structure, but there is a director responsible for contract negotiation and fiscal matters, an assistant director

responsible for the structure of the training program and its operation on a daily basis, several part-time liaisons - one per school - a group process consultant and a full time evaluator. Another replication of the Program sponsored by La Trobe University in conjunction with the Melbourne, Australia public schools called the Educational Task Forces features a team leader, comparable to our liaison role, and a university facilitator, comparable to our Director role, and a group of faculty members doing the evaluation of the project.[25] Staff members from the Ford Program have acted as consultants to the five other institutions replicating the Program and worked with a number of other urban teacher education programs which require interagency collaboration to operate. It would seem that the Ford Program has developed a functional model for planning and staffing programs which are low power organizations and must bridge a number of agencies to accomplish their goals.

Results and/or Conclusions

The Ford Training and Placement Program has been one of the few "successful" endeavors in training and retraining teachers and other personnel for inner-city schools. The research and evaluation documents of the Program and the many replications of the model testify to the accomplishments of the Program. The effects of transactional management style on the institutions related to the Program are apparent in changes in the operations of, for example, the Chicago Public Schools, which now place new teachers trained together in groups in given schools, enter into contractual arrangements with universities to provide certain kinds of in-service training and assistance in the selection of new staff for experimental schools; in the University of Chicago which has community representatives as equal members in its training activities, established

programs for retraining experienced teachers, expanded its field-based training activities for administrators, etc. Decision making is more diffuse in the transactional style of operation. The program staff learned that ambiguity, frustration and open conflict are effects of adapting a transacional style. But these characteristics have two effects. First, they bring conflict into the open so that it can be examined and resulved by a staff skilled in conflict management and, second, both participants and staff must acquire skills in the analysis of group process and the identification of the causes of frustration and conflict so that they can be dealt with openly, consciously, effectively, and efficiently. Sometimes groups cannot survive the high level of conflict and ambiguity created by a program which requires that they identify problems and alternative solutions jointly. The failure of such groups has been documented by the Ford Program and provides insights to tolerable levels of conflict in groups and when the transactional style must give temporarily to a more directive administrative style. Conflict kept within tolerable levels can be turned to positive potential and in the course of negotiating solutions functional changes are more likely to occur. The Ford Program has documented institutional changes as an end product of negotiations aimed at reducing conflict. Finally, a transactional style will effect a higher level of satisfaction among actors in the organization. Data from staff and participants over the five years of program operation confirm this result. It is important not to confuse satisfaction with life-long trust or friendship. The level of trust that is developed in the close interaction of the transactional process is probably higher than less close interaction in the schools related to the Ford Program; more are completed. But the attitudes of a lifetime are not going to change overnight. What the program process has done is to allow previously hostile groups to

find ways of working together which are beneficial to the total school community. Participants in the program perceive the training received as highly beneficial.

Implications

The problems confronting administrators of new and experimental programs are both universal and specific. The unfortunate practice of reinventing the wheel each time one launches a new venture is ineffective and inefficient and certainly not very satisfying to the actors involved in implementing the ideas. While this paper will not present a full blown theory of transactional management and staff development, it is a first tentative step in that direction. The Getzels-Guba model has proven its usefulness in explaining and predicting leadership styles and their effects on organizations. This paper is an attempt to expand one aspect of that model and relate it to five years of experience with one experimental teacher training program based on the social systems model. Clearly, the ideas presented need to be expanded beyond the single illustrative case of the Ford Training and Placement Program, but it is also important to tell others in the scientific community what the longitudinal research conducted by the Program evaluators has revealed about the effects of the transactional process of program management. This information should be contrasted with similar aspects of nomothetic and ideographic styles in order to become part of an intelligible theory of organizational and staff development. But the accomplishments of the Program, the staff development activities, the resulting changes in teacher training and placement policies, the retraining of school administrators involved in the groups suggest that the transactional style is distinctive enough to be worth continued theoretical development, empirical documentation and greater consideration as a practical alternative to those required to administer enterprises dedicated to change.

NOTES

1. See for example: Peter Schrag, "Why Our Schools Have Failed" Commentary, XIV, No. 3, (March 1968) pp. 31-35; James S. Coleman, et al., Equality of Educational Opportunity. Washington, D.C.: U. S. Government Printing Office, 1966; C. Alexander Moore, Jr., Realities of the Urban Classroom, Garden City, N.Y.: Doubleday Anchor Books, 1967; Seven training models are described in The Journal of Research and Development in Education, II, No. 3 (Spring 1969).

2. An informal survey of the change of directors in the 43 TTT projects from 1970 to 1972 indicated that only 10 of the programs retained their original directors for more than one year.

3. See for example: Henrietta Schwartz, "An Experiment in Training Teachers for Inner-City Schools: A Social System's Approach in the Ford Training and Placement Program" The North Central Association Quarterly (Volume XLVI, No. 4, Spring 1972) pp 376-380; also, See for example: Barbara Biber, Elizabeth Gilkeson, and Charlotte Winsor, Basic Approaches to Mental Health: Teacher Education at Bank Street. New York: Bank Street College of Ecuation, 1966; Dan W. Andersen and John M. Antes, "Micro-Teaching for Preparing Teachers of Culturally Diverse Children," The Elementary School Journal, LXXII, No. 3 (Dec. 1971) pp. 142-49; Robert T. Peck and Oliver H. Brown, "The R and D Center for Teacher Education," Journal of Research and Development in Education, VII, No. 4 (Summer, 1968).

4. J. W. Getzels, "Education for the Inner-City: A Practical Proposal by an Impractical Theorist." The School Review (LXXV, No. 3) (Autumn, 1967).

5. J. W. Getzels, R. F. Campbell, and J. M. Lipham, Educational Administration as a Social Process, Theory, Research, Practice. New York: Harper-Row, 1968.

6. Ibid: three leadership-follwership styles are identified in the socio-psychological theory of administrative behavior and the nomothetic style emphasizes adherence to role expectations and the requirements of the institution: an assembly line is an example. The ideographis style emphasizes the need dispositions of the individuals: often the organization of a basic research division in industry is a good example. The transactional style emphasizes the interaction of the two or the transactional leader may use one or the other depending on the situation.

7. H. Schwartz, FTPP Progress Report 1970, mimeo, University of Chicago.

8. See FTPP Annual Reports 1969, 1970, 1971, 1972, 1973, mimeo, University of Chicago.

9. Joseph Braun, "The Social-Psychological Specialist: Introducing a New Role into the Public Schools." Unpublished PhD Dissertation, University of Chicago, 1973.

10. Getzels, "Education for the Inner City: A Practical Proposal by an Impractical Theorist."

11. James F. McCampbell, "A Transactional Style of Organizational Process," FTPP News Briefs, University of Chicago, 1972.

12. Wayne Doyle, "Transactional Evaluation in Program Development" in Robert Rippey (ed.), Studies in Transactional Evaluation, (Berkeley, Calif: McCutchan Publishing Company) 1973.

13. H. Schwartz, Interim Progress Report and Notions from the New Director, mimeo, University of Chicago, November, 1969.

14. Ronald Kinsonn, "The Historical Method of Inquiry in a Teacher Training Program: Theory and Metatheory", paper presented to AERA meeting in New Orleans, Feb., 1973, pp. 9-10.

15. Henrietta Schwartz, "When University and Schools Relate", Educational Leadership, Feb. 1973. pp. 10-13.

16. Juliet Walker, "History of the Ford Training and Placement Program, Phase I 1968-1970: Development, Organization and Operation" mimeo, University of Chicago, June, 1970, pp. 1-85.

17. Michael Waller and Donald Soltz, "The Classical Psycho-Metric Method of Evaluation in an Experimental Program" paper presented at AERA Meeting, New Orleans, Feb. 1973.

18. Carl R. Rogers, On Becoming a Person (Boston: Houghton Mifflin Company, 1961).

19. Herbert Kaufman, Administrative Feedback: Monitoring Subordinate Behavior, (Washington, D.C., The Brookings Institution), 1973.

20. P. E. Breer and E. A. Locke, Task Experience as a Source of Attitudes (Homewood, Ill.; The Dorsey Press, 1965).

21. Richard Smith and Stephanie Skurdy, "Observations of the Forrestville Cadre After One Year" mimeo, July, 1970: University of Chicago.

22. Henrietta Schwartz, Ford Training and Placement Program Progress Reports, 1971-1972.

23. Among the many papers prepared and available from the Ford Program are:

Geraldine Brownlee, "The Cadre Liaison/Curriculum Co-ordinator Role", Resource Papers of the Ford Training and Placement Program, mimeo, 1970.

Barry Hammond, "The Liaison Role", mimeo, FTPP Papers, University of Chicago, 1972.

John Robison, "Reflections on the Role of the Cadre Liaison," mimeo FTPP Papers, University of Chicago, 1972.

John Sawyer, "The Group Process Consultant and Conflict Management," FTPP Papers, University of Chicago, 1972.

Henrietta Schwartz, "The Director Was a Lady," mimeo, FTPP Papers, 1973.

Juliet Walker, "The Role of an Historian in an Experimental Program" paper presented at National Council of Social Studies Annual Meeting, Denver, November, 1971.

24. S. Tolbert & H. Schwartz, Ford Training and Placement Program Resource Papers, (Chicago: University of Chicago Press), 1970.

25. L. F. Claydon, Renewing Urban Teaching, (Cambridge, U. K., Cambridge University Press), 1973.

ROLE DESCRIPTIONS

Executive Director

Training professional who can understand the roles of others and who can support each other in the social system of the school is an essential element of the Ford Program. The coordinated training of professionals and their placement in schools as cadres has the ultimate goal of providing a better education for children in urban schools.

The Executive Director has the responsibility of facilitating communication and of integrating all phases of the Program. The impact of the Program depends on the Director's ability to select staff and to consult with them on the implementation of plans, and then to insure the dissemination of the knowledge attendant to the operation of the Program. The ability to ask questions and to formulate problems clearly becomes a necessary and viable mode for the Director and the staff.

As the Director must be accountable for total programmatic concerns, so must the staff be accountable to the Director for accomplishing the concern operational goals of the Program. It is a primary responsibility of the Director to constantly clarify the mission of the Program -- the development of competent educational professionals in urban schools.

Research and Evaluation

It is the purpose of research and evaluation to assess the implementation of a theoretical model, to assist in establishing evaluation guidelines for staff and cadres, to aid the development and specific role expections and role functions, and to design methods by which the total Program may be evaluated.

Two of the staff researchers are directly attached to the cadres. Their function is to act as a "nonparticipant observer" who assists in the evaluation of cadre activities and analyzes the cadre as a social system. Secondly, the researchers are involved in individual interviews which will contribute to the final year's evaluation.

A third researcher is describing and analyzing the Ford Program in an effort to actualize the decision-making process as an exercise of power. His continued effort involves the relationship of assumptions to practice in the Ford Program. His hope is to identify the assumptions to examine the implementation of the assumption, and to draw conclusions based on the relationship between assumption and practice.

Any program of activity must be accompanied by theoretical, empirical, and evaluative investigations. As practicing educators, it is our responsibility to test solutions to operating problems and to expand the field of knowledge about the educative process. These are the overriding functions of evaluation and research, respectively.

By June, the research and evaluation staff will have completed several documents pertaining to the Ford Program. From these reports accommodations for the new training year will be made.

Historian and Research Assistant

Any historian of a contemporary issue, because of the nature of her work, must have freedome to do research and on-the-scene interviewing. The Ford Program provides opportunities for its historian to be free to pursue at her own time and convenience the necessary research.

It is the function of the historian to collate, synthesize, and to record the purposes, activities, and results of the structure and operation of the Ford Program based on an interpretation and analyses of the documents.

It is hoped that the history of the Fort Training and Placement Program will be a record of events from inception to the present as well as an interpretation of the significance of this Program in terms of its role in contemporary American education.

School Liaison

The school liaison is an intermediary between school, cadre, and the university. He works as a resource person to cadre members, school administration, and the school staff, and as trainees in teacher training procedures, facilitates special requests from the cadre which may involve materials and informations, arranges meetings with the Chicago Board of Education's central office personnel, and assists in the establishment of working relationship between schools and the university.

The relationship between the Chicago Board of Education and the University of Chicago has been a positive development in the Program. It is a collaborative effort and the Board has been extremely flexible, thus demonstrating in many ways their interest in supporting the Program.

Cadre Liaison

The cadre liaison is unique in that it functions on three levels simultaneously -- the community, the school, and the university. It is the liaison's function to act as a barometer for needed resources and innovative approaches, to assist systematically in the appropriate and harmonious functions of the multi-roles within the cadres, and to set guidelines to lend direction to problem solving on cadre, community, and staff levels.

At the school, the cadre liaison acts as a facilitator of materials and information, and a solver of immediate problems affecting classroom performance, as an observer of the school's social system in terms of its operational modes, as a convenor of necessary conferences, between administrator, community and faculty, as an initiator of in-service activities that may be beneficial for the school, as a listener to whom all may come for the moning of ideas, an organizer of activities initiated by cadre, and a bona fide ambassador for the cadre as well as the university for dissemination of information.

At the university, the cadre liaison acts as a resource to university faculty for the purpose of sharing the concerns of the school and community, as a consultant on request of specific university-based committees, as a listener and sharer with other cadre liaison for the purpose of additional growth in the role, as a participant in the development and implementation of research connected with the program, and as a communicator with new schools, interns, and administrators for a smooth inclusion into the total program.

The role of cadre liaison is, indeed, new and therefore subject to deletions and additions to its functions depending upon the school, faculty, community, and interns. Each cadre liaison operates differently, but each perceives his role as dynamic.

Community Liaison

The principal relationship between the Ford Training and Placement Program and the community may be establishing at one of four levels. The first request may come from the cadre who may need the community liaison as a resource for dealing with school/community issues. The invitation may be generated by the community who may need the liaison to provide information on the Ford Training and Placement Program and to establish modes of communicating between school and community. The request may come from a school which is interested in the community. Finally, the community liaison may initiate a request for the community to participate in cadre activities.

The role of community liaison involves providing consultative assistance to cadres, schools, and communities which are planning and implementing school/community activities.

It is the community liaison's function to develop methods by which schools and communities may communicate their individual and joint concerns.

Dissemination and Demonstration

The role of dissemination and demonstration functions on three levels simultaneously -- to other educational institutions, to personnel in the schools, and to communities.

With the colleges we wish them to share and to analyze with us our process for teacher training through a series of conferences, written documents, workshops, and personal contacts.

With school personnel we want them to share, to analyze, and to contribute to a curriculum and technique storehouse through a demonstration center, a set of materials, resources (monetary and human), and personal contacts.

With communities we would like to establish a process for sharing and analyzing educational concerns through individual cadres, workshops, written documents, and personal contacts.

All Ford members are disseminators. It is the coordinator's role to establish and to organize methods for communicating the various concerns.

Assistant Director

It is the assistant Director's function to facilitate the smooth running of the rudimentary elements of the Ford program. He handles budgetary matters, records the minutes for all committee meetings, maintains contact with the university faculty who are connected with the Ford Program, acts as a senior advisor who can check on missed communiques and who can advise students on the basis of his experience with the university and with the Ford Program, and handles those jobs that might otherwise be forgotten.

The assistant director must handle those areas that might be considered the "thankless" jobs in the operation of any Program.

3/24/71

Hughes V Spurs

67-12/1-3

ACCEPT OFFER OF GRADUATE SCHOOL OF EDUCATION OF UNIVERSITY OF CHICAGO TO PLACE TEAMS OF EDUCATORS [illegible]

TO THE BOARD OF EDUCATION OF THE CITY OF CHICAGO:

THE GENERAL SUPERINTENDENT OF SCHOOLS

REPORTS that the Graduate School of Education of the University of Chicago has been awarded a Ford Foundation grant of $3,000,000, during the next three years, a substantial part of which is for the purpose of training professional personnel for elementary and secondary schools of the inner city and to place teams of these professionals in several selected schools in Area A at both the elementary and secondary level.

That the purpose of this "cross-role" training program is to develop within a team of educators, consisting of administrators, teachers, adult educators, and psychologists, a sense of shared responsibility for the entire program of the school through a collaborative program of training.

That the cross-role experiences for those selected to participate in the program will be of two kinds: graduate study and practicum. The graduate study experiences will consist of seminars and research that will involve observation into the concentric settings of school, neighborhood, and city. Team members will study certain inner-city schools and the school communities. Cross-role members will also participate in a group practicum to provide them a common basis of information and knowledge about the setting and the instructional needs of the school.

That it is expected that after qualifying for placement according to the requirements of the Chicago Public Schools system, teams will be placed as employees of the Chicago Public Schools in schools being opened for the first time or currently in operation. The placement of three such teams is expected to be effected in September, 1969, with additional groups of three teams expected to be placed in each of the following years, in September, 1970, September, 1971, and September, 1972. If schools are selected that are already in operation, key personnel from those schools including the principal, assistant principal(s), and psychologists may be invited to accept the opportuni' for training as a part of the team by University of Chicago staff members.

That an executive committee to determine policy for the training program is being formed by the Graduate School of Education of the University of Chicago. One of the members of the committee will be a member of the Administrative Staff of the Chicago Public Schools

THE GENERAL SUPERINTENDENT OF SCHOOLS THEREFORE

RECOMMENDS that the Board of Education approve the intention of the Graduate School of Education of the University of Chicago to place teams of professionals in several selected inner-city schools in Area A at both the elementary and secondary level under terms of a Ford Foundation grant for cross-role training with first placement to be effected in September, 1969.

FINANCIAL: No expense to the Board of Education.

Prepared by:
CURTIS C. MELNICK
Area Associate Superintendent

Respectfully submitted

JAMES F. REDMOND
General Superintendent of Schools

Approved by:
EVELYN F. CARLSON
EILEEN C. STACK
Associate Superintendents

Noted:
ROBERT STICKLES
Controller

December 27, 1967

STATEMENT OF COMMITMENT

Intern

I wish to participate in the Ford Training and Placement Program as an intern member of a cadre. I understand that I will be expected to:

1. begin working with the group during the summer program, June 28 - August 6, 1971.

2. attend weekly and monthly cadre meetings during the 1971-72 school year.

3. cooperate with and plan for research and evaluation activities of the program.

4. participate fully in cadre initiated programs in the school.

5. perform competently in my professional role at the school.

6. accept full-time placement for the 1972-73 school year.

The Ford Training and Placement Program will provide:

1. staff and resources to assist the cadre programs.

2. stipend for participation in the summer program of $400.

3. tuition for the summer program and for #438 each quarter of the 1971-72 school year.

4. one quarter salary.

5. through the offices of the Chicago Board of Education:

   a. a half-time position at half-pay during the 1971-72 school year.
   b. regular salary and a full-time position for the 1972-73 school year.

_____
(Name)

_____
(School)

_____
(Position, subject, and grade)

5/71

STATEMENT OF COMMITMENT

Experienced Teacher

I wish to participate in the Ford Training and Placement Program as a school based member of the cadre. I understand that I will

1. attend the six week summer program, June 28 - August 6, 1971.
2. attend weekly and monthly cadre meetings during the 1971-72 school year.
3. cooperate with and plan for Research and Evaluation activities of the program.
4. participate fully in cadre initiated programs in the school.

The Ford Training and Placement Program will

1. provide staff and resources to assist the cadre programs.
2. pay experienced teachers at the summer school pay rate for the regular 6-hour day for six weeks during the summer of 1971.
3. offer the option of receiving University of Chicago credit for their work during the summer at reduced tuition rates.
4. pay experienced teachers at the rate of $90.00 per month for nine months of the school year.
5. offer teachers the option of receiving credit for work during the year at reduced tuition rates.

_____
(Name)

_____
(School)

_____
(Position, Subject, and Grade)

_____
(Date)

STATEMENT OF COMMITMENT

Assistant Principal

I wish to participate in the Ford Training and Placement Program as a school based member of a cadre. I understand that I will:

1. attend the six week summer program, June 28 - August 6, 1971.
2. attend weekly and monthly cadre meetings during the 1971-72 school year.
3. co-operate with and plan for Research and Evaluation activities of the program.
4. participate fully in cadre initiated programs in the school.
5. be available to absorb the administrative tasks which will free Mr. Kelleher to work with the cadre.

The Ford Training and Placement Program will

1. provide staff and resources to assist the cadre programs.
2. pay experienced teachers at the summer school pay rate for the regular six-hour day for six weeks during the summer of 1971.
3. offer the option of receiving University of Chicago cardit for work during the summer at reduced tuition rates.
4. pay assistant principals $100.00 per month, September 1971 through June, 1972.
5. offer the option of receiving credit for work during the year at reduced tuition rate.

_____
(Name)

_____
(School)

_____
(Date)

The University of Chicago

and

The Chicago Board of Education

FORD TRAINING AND PLACEMENT PROGRAM

Spring Conference

Thursday and Friday

April 16 and 17, 1970

Center for Continuing Education
1307 East 60th Street
Chicago, Illinois

PROGRAM SCHEDULE

Thursday, April 16, 1970

8:45 - 9:15	Registration - First Floor Lobby
9:15 - 10:30	First General Session - Rooms 1A, 1B, 1C Welcome: Henrietta Schwartz Purpose: Roald Campbell Board of Education: Manford Byrd History: Juliette Walker Academic Component: Mark Krug
10:30 - 10:45	Coffee
10:45 - 12:00	High School Training - Room 1A
10:45 - 12:00	Elementary School Training - Room 1B
10:45 - 12:00	Specialist Training - Room 1C
12:00 - 1:00	Lunch - Dining Room B
1:00 - 2:00	Second General Session - Rooms 1A, 1B, 1C Findings of Research and Evaluation
2:00 - 3:00	Third General Session - Rooms 1A, 1B, 1C Summer Program: The problems of developing a "relevant" seminar The creation of a cadre The micro-teaching segment
3:00 - 3:30	Speaker: Bernard Watson - Rooms 1A, 1B, 1C "What Have I Learned Today?"
5:00 - 6:00	Cocktail Hour - Second Floor Lobby
6:00 - 7:30	Dinner - Dining Room B
7:30 - 8:00	Speaker: Jacob Getzels - Dining Room B "On the Uses of Research in Educational Practice"

PROGRAM SCHEDULE

Friday, April 17, 1970

9:00 - 9:10	Coffee
9:10 - 9:30	School Component - Rooms 1A, 1B, 1C
	Curtis Melnick
9:30 - 10:45	Forrestville High School - Room 1A
9:30 - 10:45	Hyde Park High School - Room 2A
9:30 - 10:45	Horace Mann Elementary School - Room 2D
11:00 - 12:00	Lunch - Dining Room B
1:15 - 2:15	Videotapes of Cadres - Rooms 1A, 1B, 1C
2:30 - 3:30	Hyde Park Cadre - Room 1A
2:30 - 3:30	Forrestville Cadre - Room 2A
2:30 - 3:30	Horace Mann Cadre - Room 2D
3:45 - 4:15	Speaker: Bernard Watson - Rooms 1A, 1B, 1C "How Can I Use This Program?"
4:15 - 4:30	Conclusions - Rooms 1A, 1B, 1C
	Henrietta Schwartz and Sandra McClenney

PARTICIPANTS IN THE FORD TRAINING AND PLACEMENT PROGRAM

Ford Staff

Schwartz, Henriette	Executive Director
Bailey, Saundra	Research Assistant
Brownlee, Geraldine	Cadre Liaison and TEST Coordinator
Davis, Earl	School Liaison
Doyle, Wayne	Director of Research and Evaluation
Durham, Earl	Consultant for the Forrestville Cadre
Griffin, Taylor	Community Liaison
Kelly, Jean	Research Assistant
McCampbell, James	Assistant Director
McClenney, Sandra	Coordinator of Dissemination and Demonstration
Sawyer, John	Cadre Liaison
Smith, Clifton	Consultant for the Horace Mann Cadre
Thompsett, Bruce	Research Assistant
Walker, Juliette	Research Assistant and Historian
Weaver, Raffie	Cadre Liaison
Wright, Theodore	Consultant for the Hyde Park Cadre

University Staff

Astro, Sylvia	Social Service Administration
Bell, Max	Master of Arts in Teaching
Bradley, John	Master of Arts in Teaching
Brottman, Marvin	Master of Science in Teaching
Campbell, Roald	Department and Graduate School of Education
Fennessey, Ruth	Social Service Administration
Fenwick, Sara	Master of Arts in Teaching
Foley, Richard	Master of Arts in Teaching
Getzels, Jacob	Department of Education
Krug, Mark	Master of Arts in Teaching
Lighthall, Frederick	Department of Education
Litchfield, Ann	Adult Education
Lynan, Lillie	Social Service Administration
Marantz, Kenneth	Master of Arts in Teaching
Parker, Robert	Master of Arts in Teaching
Pattison, William	Master of Arts in Teaching
Pillet, Roger	Master of Arts in Teaching
Ryan, Kevin	Training Teachers of Teachers
Stanek, Louise	Master of Arts in Teaching
Thackham, Carol	Social Service Administration
Usiskin, Zalman	Master of Arts in Teaching
Ward, Robert	Master of Arts in Teaching

PARTICIPANTS IN THE FORD TRAINING AND PLACEMENT PROGRAM

Chicago Board of Education

Drayton, Julien
Melnick, Curtis
Minor, Eyron
Robinson, Otho
Spaulding, Clara

Cadres

Horace Mann Elementary School - Mrs. Dorothy Berg, Principal

Teachers
Ibach, Elizabeth
McCord, Diana
Nettles Bey, Juanita
Simon, Rose
Wright, Verna

Interns
Hopkins, Daniel
Imes, Anita
Staab, Katherine
Stanek, Nancy
Swain, Laneenier
Talsky, Gerald
Weidman, Carla

Community Representative
Bell, Reverend Lester

Forrestville High School - Mrs. Beverly Daniels, Acting Principal

Teachers
Floyd, Gerald
Henderson, Madalyn
Smith, Richard
Smith, Wesley
West, Lillian

Interns
Bera, Marsha
Day, Vicki
Hill, Walter
Marks, Joyce
McKissack, Jacqueline
Skurdy, Stephanie

Hyde Park High School - Mrs. Anna Kolheim, Principal

Teachers
Cooper, Joan
Denst, Kathleen
Harris, Lynn
Marks, Wallace
Motley, Eric
Robinson, Nina
Sloan, Wilhelmina

Interns
Gallery, Marcia Lee
Hirsch, James
McCullough, Richard
Parker, Gail
Weitzman, Sharon

Community Representatives
McElroy, Yvonne
Rawlings, Mary

Students
Dukes, Kim
Gray, Carl
Hatcher, Stanley
Landon, Karen
Mahoney, Clarence
Small, Lynda

ROLE DESCRIPTIONS

On the following pages you will find a brief description of the functions of some of the roles in this program. During the next two days you will hear such terms as "cadre liaison," "community and school liaisons," "principal," "specialist," and others. Some of these roles are not new to you, but they may have slightly different capacities in this program. Other role descriptions are unique to this program and thus need brief clarification. Each description that follows was written by the role incumbent(s).

Executive Director

The executive director has the responsibility of facilitating communication and of integrating all phases of the program. The impact of the program depends on the director's ability to select staff and to consult with them on the implementation of plans, and then to insure the dissemination of the knowledge attendant to the operation of the program.

As the director must be accountable for total programmatic concerns, so must the staff be accountable to the director for accomplishing the concrete operational goals of the program. It is a primary responsibility of the director to constantly clarify the mission of the program--the development of competent educational professionals in urban schools.

Assistant Director

It is the assistant director's function to facilitate the smooth running of the rudimentary elements of the Ford program. He handles budgetary matters, records the minutes for all committee meetings, maintains contact with the University faculty who are connected with the Ford program, acts as a senior advisor to students on the basis of his experience with the University and with the Ford program, and handles those jobs that might otherwise be forgotten.

Research and Evaluation Staff

It is the purpose of research and evaluation to assess the implementation of a theoretical model, to assist in establishing evaluation guidelines for staff and cadres, to aid the development of specific role expectations and role functions, and to design methods by which the total program may be evaluated.

Two of the staff researchers are directly attached to the cadres. Their function is to act as "non-participant observers" who assist in the evaluation of cadre activities and analyze the cadre as a social system.

A third researcher is describing and analyzing the Ford program in an effort to actualize the decision-making process as an exercise of power. His continued effort involves the relationship of theory to practice in the Ford program.

Any program of activity must be accompanied by theoretical, empirical, and evaluative investigations. As practicing educators it is our responsibility to test solutions to problems and to expand the field of knowledge about the educative process.

Historian and Research Assistant

Any historian of a contemporary issue, because of the nature of his work, must have freedom to do research and on-the-scene interviewing. The Ford program provides opportunities for its historian to be free to pursue at his own time and convenience the necessary research.

It is the function of the historian to collate, synthesize, and record the purposes, activities, and results of the structure and operation of the Ford program based on an interpretation and analysis of the documents.

It is hoped that the history of the Ford Training and Placement Program will be a record of events from inception to the present, as well as an interpretation of the significance of this program in terms of its role in contemporary American education.

Community Liaison

The principal relationship between the Ford Training and Placement Program and the community may be established at one of four levels. The request may come from the cadre which may need the community liaison as a resource for dealing with school-community issues. The invitation may be generated by the community which may need the liaison to provide information on the Ford program and to establish modes of communication between school and community. The request may come from a school which is interested in the program and needs assistance in explaining it to its respective community. Finally, the community liaison may initiate the request for the community to participate in cadre activities.

It is the community liaison's function to develop methods by which schools and communities may communicate their individual and joint concerns.

School Liaison

The school liaison is an intermediary among school, cadre, and the University. He works as a resource person to cadre members, school administration, and the school staff; assists trainees in teacher training procedures; facilitates special requests from the cadre which may involve materials and information; arranges meetings with the Chicago Board of Education's central office personnel; and assists in the establishment of a working relationship between schools and the University.

Cadre Liaison

The cadre liaison is unique in that he functions on two levels--the school and the University.

At the school level, the cadre liaison disseminates materials and information; solves immediate problems affecting classroom performance; observes the school's social system in terms of its operational modes; convenes necessary conferences among administrator, community, and faculty; initiates in-service activities that may be beneficial for the school; provides a sounding board for all who may come for the honing of ideas; organizes activities initiated by the cadre; and acts as a bona fide ambassador for the cadre as well as the University for dissemination of information.

At the University level, the cadre liaison shares with University faculty the concerns of the school and community; consults with specific University-based committees at their request; listens to and shares with other cadre liaisons for the purpose of additional growth in the role; participates in the development and implementation of research connected with the program; and communicates with new schools, interns, and administrators to facilitate their incorporation into the total program.

The role of cadre liaison is, indeed, new and, therefore, its functions are subject to change depending upon the school, faculty, community, and interns. Each cadre liaison operates differently, but each perceives his role as dynamic.

Dissemination and Demonstration Coordinator

The dissemination and demonstration coordinator works with educational institutions, with personnel in the schools, and with communities.

With the educational institutions, we wish to share and analyze our process for teacher training through a series of conferences, written documents, workshops, and personal contacts.

With school personnel, we wish to share, analyze, and contribute to a curriculum and technique storehouse through a demonstration center, a set of resources (human and material), and personal contacts.

With communities, we would like to establish a process for sharing and analyzing educational concerns through individual cadres, workshops, written documents, conferences, and personal contacts.

All Ford Training and Placement Program members are disseminators. It is the coordinator's role to establish and organize methods for communicating the various concerns.

The 1970 Progress Report describes the committee structure as follows:

> Structure
>
> The Ford Training and Placement Program is coordinated by a series of committees responsible for the operations of particular segments of the program. In October of 1969 the committee structure of the program was revised to address a problem present in the first year of operation--lack of faculty involvement in the program.
>
> The Executive Committee, chaired by J. Alan Thomas, Dean of the Graduate School, is composed of faculty members from the University of Chicago's School of Social Service Administration and the Department and Graduate School of Education, two Associate Superintendents and one District Superintendent from the Chicago Public Schools, and the Assistant Director of the TTT Project. FTPP staff members are present when needed. The Executive Committee sets policy for the program.
>
> The Coordinating Committee sets operational and fiscal patterns and is composed of the Directors of the MAT and MST Elementary Education Program, the Director of TTT, and staff members.
>
> The Cross-Role Committee is responsible for assisting the staff in devising ways to incorporate role specialists into the cadre and the school social system. Membership in this committee includes faculty advisors in each of the specialist areas (reading, social work, adult education, social psychological specialist, administration, community) cadre liaisons, principals of target schools, and FTPP staff.
>
> The Curriculum Committee functions to assist cadre members in particular subject areas develop and test new materials, techniques, etc. The committee is composed of each of the subject matter faculty coordinators in the Graduate School. The Cross-Role and Curriculum Committees report to the Coordinating Committee. In all, thirty members of the faculty of the Department and Graduate Schools are involved in the operation of the program, and the support level among faculty members and public school administrators is high. The FTPP staff serves as the network linking university to cadre to public school/community.[1]

The Advisory Committee had been disbanded and so had the Research and Evaluation sub-committee with the hiring in July of a full-time director of this area, Mr. Wayne Doyle. In some ways, the dissolution of

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[1] H. Schwartz, FTPP Progress Report, 1970, mimeo.

APPENDIX A

Executive Committee

J. Alan Thomas	Chairman
Sylvia Ashton	SAA
Vivian Bayne	Admin.
Evelyn Bridges	MAT
Alice Carnes	MAT Program
Jacob Cazden	Dept. of Ed.
William Griffith	Dept. of Ed.
Richard Hodges	Dept. of Ed.
Mark Krug	Grad. School of Ed.
Curtis Melnick	Area A
Byron Minor	District 27
Arthur Wise	Dept. of Ed.
Nathan Grant	District 22

Curriculum Committee

John Foster	Chairman
Francis Page	Reading
Rex Fall	Mathematics
Joe Braun	Psychological Specialists
Lorraine Feldman	Social Workers
George Billocks	English
Mark Krug	Social Studies
Bill Pattison	Geography
Roger Pillet	Foreign Languages
Zalman Usiskin	Mathematics
Robert Ward	Science

Co-Ordinating Committee

Henrietta Schwartz	Chairman
Alice Carnes	MAT
Bill Page	Reading and Ele.
John Foster	Curriculum Com.
William Pattison	Geography

Planning Committee

Tom Brady, Liaison	Staff
Juliet Walker, Liaison	Staff
Sondra Cox, Liaison	Hirsch
Samuela Evans, Liaison	Hirsch
Abe Smith, Liaison	Hirsch
Shirley Miller, Liaison	King
Beverly Ball, Liaison	King
Barbara Bradtke, Liaison	Tanner
Eileen Yaiber, Liaison	Tanner
B. Burns, Liaison	Tanner

Ford Staff

Henrietta Schwartz	Director
Thomas Brady	Director of Dissemination
Earl Davis	Board Liaison
Wayne Doyle	Director of Research
Taylor Griffin	Community Liaison
Barry Harwood	Tanner Liaison
Ron Kimmons	Hirsch Process Consultant
Edith Levin	Board Liaison
Jim McCampbell	Assistant Director
Sidney Osborne	King Liaison
June Putzer	Research
John Robinson	Hirsch Liaison
John Sayles	King Process Consultant
Colvin Sharpe	Research
Juliet Walker	Historian
Richard Wilson	Tanner Process Consultant

LEVELS OF THE RELATIONSHIP BETWEEN THE CHICAGO PUBLIC SCHOOLS AND THE UNIVERSITY OF CHICAGO, FORD TRAINING AND PLACEMENT PROGRAM, MAY, 1968

FUNCTIONS	ROLE	and	INCUMBENTS
Institutions	Chicago Public Schools		University of Chicago
General			
Policy Agreements	Superintendent Redmond	<->	Dean Campbell, Chairman FTPP Executive Committee
Facilitation and Finances	Area A Associate Supt. Curtis Melnick	<----->	Executive Director FTPP R. Jerrems University Faculty
Technical Arrangements			
Placement	Director Teacher Personnel Edna Hickey	<----->	Assistant Director Clara Spaulding
Cadre School Level	Principals Byron Minor-DuSable E. Mollohan-Kenwood E. Beck-Kerfoot Vincennes	<---------->	Executive Director and Assistant Director Paul Wall
	Faculties of the 3 Schools	<->	Ford Staff
Community Approval and Participation	Community Leaders from the 3 Schools		FTPP Community Liaisons Taylor Griffin Shirley Simms

Advisory Committee* 4/65 Met quarterly	To be informed about all aspects of the FIPP; to act as a communications link to the school system and the University; to give advice and make recommendations on the development and implementation of the program	21 members 11 Chicago Public Schools 5 Graduate School of Educ. 4 Department of Education 1 Geography + 2 Staff Members
Research and Evaluation Sub-Committee 4/68 Responsible to the Executive Committee Chairman: Prof. Robert Rippey Dept. of Education Met as needed	Develop an overall plan for research and evaluation, a procedure for systematic record keeping and data collection and guidelines for the co-ordination of other research with the work of that committee	9 members 2 Graduate School of Educ. 3 Dept. of Education 4 Research and Evaluation Staff Members

* On April 11, 1968 at an Executive Committee Meeting a suggestion to include community and community agency representatives in this committee was tabled.

COMMITTEE STRUCTURE

November, 1967 to June, 1968

Committee	Function	Institutional and Agency Membership
Executive Committee 11/67 Chairman: Dean Ronald Campbell Monthly Meetings	Policy Making Staff Selection - Approval of Staff Budgetary Approval Guidance of Program Research and Evaluation (Sub-committee of Executive Committee)	11/67 8 members 1 Board of Education, Chicago Public Schools 4 Department of Education 3 Graduate Schl. of Educ. 6/68 10 members 2 Chicago Public Schools 5 Department of Education 4 Graduate Schl of Educ.
Cross-Roles Committee 9/67 Chairman: Professor Fred Lighthall Department of Educ. Weekly and bi-weekly meetings	Planning content of Cross-Roles training program Designating roles to be involved in cadres and functioning of sets Group process seminars Study of Community Micro teaching	11/67 10 members 3 Grad. School of Educ. 7 Department of Education 6/68 12 members 4 Public School 4 Graduate School 4 Dept. of Education
Curriculum Committee 2/68 bi-weekly meetings	Relate curriculum areas to special needs of Inner-City Schools What should be taught?	13 members 4 Public School 8 Grad. School of Education. 1 Department of Education